

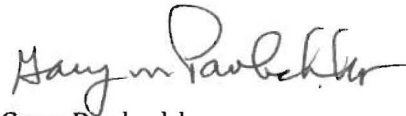
Education Through Community Health and Wellness

An Honors Thesis (HONRS 499)

by

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May 2013

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Abstract

This Honors Thesis project was completed as a collaborative effort from four Honors College students who had participated previously in an immersive learning experience through the Teacher's College. Drawing upon the knowledge and perception they had gained from working in the Whitely community, the students co-taught an interdisciplinary Honors colloquium class to students involved in academic fields such as business, public relations, and health and wellness. The goals of the class were to expand students' perceptions of diversity, poverty, and community and their influence in the Whitely community. Students had the opportunity to participate in grant writing to continue the work that had already begun to create an intergenerational health and wellness facility behind Longfellow Elementary School in the Whitely community. Included in this Honors College thesis are the class log, teacher lesson plans, student work examples, and physical products of the class.

Acknowledgements

The four Honors students would like to thank their thesis advisors: Gary Pavlechko, Eva Zygmunt-Fillwalk, and Patricia Clark for their commitment to providing guidance, encouragement, and support for their thesis project. Gary Pavlechko was also the leading faculty instructor for the Honors Colloquium course that met each Thursday of the Spring 2012 semester. His willingness to facilitate a course designed by passion and built on promoting awareness was greatly appreciated. Deane Rundell of Rundell Ernstberger Associates deserves recognition and appreciation for his choice to give of his time and talent to create a blueprint and cost estimate for the outdoor intergenerational health and wellness space, encompassing the dreams of the Whitely community members as well as the goals of the Honors students and the administration of Longfellow Elementary School.

There were several members of the Whitely community who came to speak to the Honors colloquium class to provide students with an increased understanding of how a community creates an environment that enables its citizens to grow and develop. The creators of this Honors Thesis would like to extend a special “thank you” to Yvonne Thompson, Mary and Cornelius Dollison, Otee Stills, Shawn Davis, and Wilisha Scaife for coming to impart their wisdom to the students of the Honors colloquium class. Dr. Eva Zygmunt-Fillwalk also provided a lecture about grant writing and offered her suggestions to the class as they prepared to begin the search for funding for the outdoor intergenerational space. For this impartation of guidance, the Honors students are truly grateful. They would also like to thank Mitch Isaacs, who came to promote Geoffrey Canada’s presentation at Emens Auditorium.

Members of the Muncie community and representatives from specific organizations also came to give presentations to the class. The Honors students would like to extend their appreciation to Neil Schmottlach, Sue Godfrey, and Suzanne Kadinger for their willingness to give of their time to work with the students in the Honors colloquium class. The Zigler Foundation, Community Foundation, and Ball Brothers Foundation were all represented throughout the duration of the course. The Honors students are indebted to the many people who were willing to give of their time to present to the class about their areas of expertise.

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Author's Statement

Caitlin Sporleder

Being a mentor/teacher of the Honors 390P Colloquium class, I noticed that my students were not the only ones to grow and benefit from the experience. I grew and benefited as well. Through my time as a teacher's assistant (TA), I helped create and implement a program that I thought would open students' eyes to issues of diversity, poverty, and the true meaning of a community.

Though the Honors 390P Colloquium, the class grew as individuals. Their growth is not something that can be measured by a test, but rather is a growth that has better equipped them for the tests and trials of life. They have grown into more culturally aware and responsive individuals. It was through their reflections that an outsider, not having actually met the students, could see that they grew in their thinking, understanding, and acceptance of different cultures and ways of life. One could also point out that these students learned that perceptions are often highly inaccurate. It is only when someone can experience another way of life/another community, they can start to understand the inner-workings of that culture. It was refreshing to see that, what I had gained from the Whately community (a new view on life, teaching, poverty, and a community), my colleagues and I were able to pass on to our class. Looking at the students in the class, you could see a change in them, a fire in their eyes. They had fallen for a community, that had been cast off by so many. They were sucked into a community like I had been. By the end of the class, students were partaking in grant writing, promotional and publication projects, and presentations, not because it was part of the course syllabus, but because they *wanted* to.

From this experience I gained insight that has carried me throughout subsequent teaching experiences. The whole idea of perceptions and getting to know a place/community before you judge it is fundamental to my philosophy of education. I was able to explore this further through my TA position. As a TA, I was also able to test out a framework. The framework explains what steps are needed to help in developing culturally sensitive teachers (in my case), as well as citizens in general. In order to do this, one must do three things. (1) The teacher must be self-reflective and see what personal biases and/or preferences he/she has. Teacher attitudes/biases/preferences are manifested through their teaching. The attitudes affect students' performance, motivation, and attitudes. A teacher cannot go into a school and be an effective teacher to all students, if he/she is teaching with his/her biases. (2) Once a teacher realizes his/her biases and personal preferences, he/she needs to do what he/she can to correct these biases. One way to do that is by immersing oneself in the community and lives of his/her students. This is what the Honors 390P Colloquium class did. They became part of the community, in order to understand it. (3) In order to make sure that one is recognizing growth, it is imperative that one reflects on his/her experiences, changing beliefs, and questions/concerns. Without reflection one does not internalize the changes that are taking place in oneself.

These three steps are difficult to teach, as one cannot *force* someone to change their thoughts and behaviors. It is something that has to be *experienced*. The experiences of the individuals in the Honors 390P Colloquium class were central to their personal growth. I strongly believe that this type of experience is one all teachers should have. I cannot guarantee that all the people who would partake in such an experience would change, but it is at least a start and something teacher preparation programs should consider.

I went through a similar process, like the students I mentored in the Honors 390P class, when I was enrolled in my immersive learning semester in the same community. I can say that that experience changed the way I viewed my students and my teaching. I used to have this perception that people in poverty could, if they worked hard enough, work their way out of it. After that semester, my view on poverty changed. Now I see how poverty is difficult to get oneself out of, especially with some of the governmental systems that are set in place. Now I see my students in my class differently. Many of the students I have worked with come from poverty. I now understand that they may not have their basic needs met, like food, clothing, and shelter. I must Maslow's Hierarchy of needs into account when teaching. I have to provide for my students' basic needs before any teaching can occur. On another note, being in the same community as my students, I saw how they lived. I was able to participate in community and school events with them, which helped build rapport. I learned that the community was so generous, when all I had heard from outsiders, was that it was a dangerous place. I experienced quite the opposite, when I actually took the time to partake in the community's culture. Now, whenever I go to new places to teach, I will not be quick to judge. I will be quick to get to know the context of the community in which my students live.

Through being a Teacher's Assistant for the Honors Colloquium class, I was able to test out my ideas of how an immersive experience can *change* a person. I hope to start similar programs, when I have my own classroom, so that my students can learn the importance of "walking a mile in one's shoe."

Authors' Statement

Abigail Savage, Ashley Lentz, Caitlin Sporleder, Kayla Conrad

It was through our participation in an immersive learning semester, Schools within the Context of Community, that the idea for this Honors College thesis project began to take shape. We created an Honors colloquium course to reflect upon and then display the knowledge we had gained through our immersive semester where we spent time serving and working in the Whitely community in Muncie. We created activities that we believed would be particularly insightful to students' understanding of a community's relationship to socioeconomic status and race. Among our activities was a walk through the Whitely neighborhood, where students spoke with members of the community along the way. Monumental areas of the community such as MOMs (Motivate our Minds), Longfellow Elementary School, and the community gardens were significant stops on our tour of Whitely as well. In this activity, students gained a deeper understanding of the community they would be serving and the needs they assessed through observation and citizen interaction brought direction and purpose to their service.

We recognized the mechanism of perception change and deeper cultural understanding that resulted from the utilization of a diverse group of speakers and presenters, so we chose to implement this concept into our own colloquium class. We involved speakers from both the Whitely community and the greater city of Muncie, emphasizing the partnership that could exist between the two geographic areas. We sought to provide students with practical experiences, such as grant writing for the Ball Brothers Foundation and presenting at the Whitely Community Council meeting, in order for them to

gain ownership of the project. We also included other outside experiences within our class lessons such as the Walk a Mile in My Shoes event sponsored by the Muncie Mission and presentations at Emens such as Geoffrey Canada, president and CEO of Harlem Children's Zone. As a group, the students in our colloquium class attended, analyzed, and discussed these events and their pertinence to the topics assessed in our class: race, socioeconomic status, community schools, and culturally responsive practice.

Throughout the course of our immersive semester, we had noticed a desire within the Whitely community to create a common gathering ground where people felt safe congregating to fellowship. As we concluded our work at Longfellow Elementary School, during our immersive semester, we had observed a large space behind the school that was overgrown and unused. We began to form an idea that took significant shape through the students in our colloquium class. Aspects of growth and models of the project were created by students who were experienced in the areas of business and architecture. We utilized individual leadership among our students by capitalizing on their various strengths in academic study, fieldwork experience, and talents. For example, a student studying telecommunications created a video of our project-based work, including interviews with members of the community, and posted it within a video blog site that received attention in numerous circles of influence. A student studying public relations created flyers and promotional materials to announce our events and spread awareness of our activity in the Whitely community. Students studying English worked diligently to write grants and create proposals and letters of inquiry for several organizations and potential donors.

The students of our class showcased their presentation skills in exhibitions to the Whitely Community Council, and pairs of students created focus groups to speak directly with council members and citizens about aspects of Whitely's history that could enrich the community and enhance the projected space behind Longfellow Elementary. Students in the colloquium class also displayed the information from their presentation in a Prezi creation that was utilized by Dr. Pavlechko at a conference seminar in Mississippi. As a class, students also journeyed through the novel *Life on the Color Line* by Gregory Howard Williams, who grew up near the Whitely community in Muncie. To complement the novel, students viewed the film "Waiting for Superman," which details the failures and strides of the American public education system in comparison to the development and success of charter schools. A fruitful class discussion afterwards showed the students were making connections, professionally and personally, to the content they were learning.

Through this Honors College thesis project, students were given adequate time for reflective thought and consideration. The final project for the course involved a written reflection, emphasizing students' personal growth throughout the semester. It was through these reflections that we are able to see the progress each student made in traversing psychological barriers and appreciating cultural diversity. Other physical products from the course included a diagram and potential design of the outdoor space behind Longfellow Elementary and students' work in grant writing and proposals. Additional outcomes, such as the relationships built in the context of the community and the developed skills in writing and presentation, are results more difficult to observe and record. It is our hope that students involved in our Honors colloquium course were challenged, encouraged, and inspired by the events that occurred throughout our time spent together as a class.

Log of Class Time

Honors 390: Planning an Intergenerational Learning Space
Thursday 3:00-5:30 p.m.
Union Missionary Baptist Church

Spring 2012

General Information:

Instructor: Mr. Gary M. Pavlechko
Director, Teaching Technology
Office of Educational Excellence

Contact: 305 N. College Avenue
Office: 765.285.1763
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Office Hours: By Appointment

Teaching Assistants: Kayla Conrad, Ashley Lentz, Abby Savage, and Caitlin Sporleder

Consultants: Jane Ellery, Assistant Professor, Fisher Institute for Wellness and Gerontology,
jellery@bsu.edu, 5-8119
Eva Zygmunt-Fillwalk, Associate Professor, Elementary Education
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Patricia Clark, Associate Professor, Elementary Education
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Charles Payne, Professor, Educational Studies, Assistant Provost
Diversity Institute, cpayne@bsu.edu, 5-5316

Resources: *Creating a safe passage: Elder mentors and vulnerable youth*, Andrea S. Taylor, assistant director, Center for Intergenerational Learning, Temple University, 1994. Available at doc.stoc.com.

Supporting intergenerational interaction: Affordance of urban public space, Michael R. Layne, under the direction of Henry Sanoff and Shishir Raval. Available at doc.stoc.com.

Mentoring Across Generations: Partnerships for Positive Youth Development, Andrea Taylor and Jeanette Bressler, Kluwer Academic Publishers, 2000.

Some Place Like Home: Using Design Psychology to Create Ideal Places, Toby Israel, Wiley-Academy, 2003.

Theme: Supporting an intergenerational perspective at an outdoor learning space

Course Description: This seminar will allow participants to engage school constituents and community leadership in the identification of key elements of an outdoor environment, focusing on discipline specific aspects of the project including functionality relative to education and wellness. Students will be charged with synthesizing school and community input into a plan, including the articulation of how education, health, and community organization goals can be achieved through their proposed environment. Participants will develop an awareness of the educational situation in the Whitely community, a lower socioeconomic area in Muncie. Students will form relationships with peers from other academic disciplines to work collaboratively and provide new perspectives and expertise in order to meet the needs of the community through an outdoor, intergenerational learning space. This colloquium meets off-campus

Honrs 390 Collquium

Planning an intergenerational outdoor learning space

This seminar will allow non-teacher education majors to engage school constituents and community leadership in the identification of key elements of an outdoor environment, focusing on discipline specific aspects of the project including functionality relative to education and wellness. Students will be charged with synthesizing school and community input into a plan, including the articulation of how education, health, and community organization goals can be achieved through their proposed environment. Participants will develop an awareness of the educational situation in the Whitely community, a lower socioeconomic area in Muncie. Students will form relationships with peers from other academic disciplines to work collaboratively and provide new perspectives and expertise in order to meet the needs of the community. This colloquium meets off-campus at the Buley Center to provide an immersive opportunity. Students will be amazed by how their perceptions are changed and horizons are broadened as a result of partnering with this aspiring community.

Meeting Location: Buley Center

Transportation to the Buley Center is required

Meeting Time: Thursday, 3:00-5:30 pm

Credit Hours: 3

Honors 390P Course Log

January 12, 2012

3-5:30 p.m.

Students were given copies of the Kitzelman Grant Application, Dean Rundell's blueprint for the potential wellness center space, and the projected budget costs.

Introductions were made, and each Teacher Assistant gave a brief description of their experience in the Schools within the Context of Community immersive semester.

Students raised questions, and the teaching assistants explained their vision for the class throughout the semester. Themes included grant work, speakers, and participation in community events and projects.

Emphasis was placed on the potential of the Whitely community and the ways students, and Ball State University as a whole, can be a resource for the citizens and their dreams.

January 19, 2012

3-5:30 p.m.

Community Speakers:

Yvonne Thompson, director of the Commission for Human Rights, spoke about her experiences and relationships growing up in Whitely and the way they have impacted her growth throughout the years. She mentioned her love for the community and her reasoning for staying in Whitely.

Mary and Cornelius Dollison spoke about the Whitely Community Council and its three goals: neighborhood beautification and infrastructure improvements, employment promotion and local business supports, and educational programming and community safety. The couple also explained the Muncie Community Action Plan (MAP) and its pertinence to the Whitely community.

Otee Stills gave students a historical perspective on the Muncie area, the Whitely community, and the city's relationship to Ball State University. She detailed her passion for Whitely and the partnership forged between those who also believe in its ideals. Stills described the treatment of African Americans in Muncie throughout the years and the journey they have taken as they have assumed new civil rights and gained a deeper voice in the community.

January 26, 2012

3-5:30 p.m.

Shawn Davis, Principal of Longfellow Elementary School, spoke with the class about the school's image as an essential asset of the community. The idea of a community school shows emphasis on empowering students as civic leaders and incorporating civic ideals into the curriculum. Ms. Davis spoke about her view of the potential health and wellness space today and the usage it receives at the present. As an open field and large, one-unit playground structure, the only action this space receives is a pick-up game or two of football in the summers. Ms. Davis said that as it is, the space is not utilized, but a health and wellness facility would be appreciated and put to great use in the community.

A student raised the question about the maintenance and upkeep of the facility once it was put into practice, and Ms. Davis was adamant that the space would be well-kept, but it may take a task force of volunteers who are willing to give of their time because of their pride in the community. Drew Shermeta, an architect who spoke about MOMs and the Whitely community in its totality, was complimentary of Longfellow's efforts towards the community, encouraging about the potential volunteers and help to maintain the space, and said there would be cooperation among the organizations of the community to support Longfellow's new outdoor space once it was created.

The idea was proposed to take a trip to other community gardens and outdoor spaces in Whitely and the surrounding areas of Muncie to explore and gather a vision for how this community could utilize the health and wellness space. Other ideas included creating activities within the space to attract community and outside interest. For example, some activities could be bike races, walk-a-thons, Relay for Life, flag football leagues, and a garden stand.

Ms. Davis spoke about her position at Longfellow, her initiation of structure and rules that provide order and a decrease in discipline issues. She gave examples of the environment and lives her students experience beyond the school atmosphere, and these exemplified the diversity the teachers at Longfellow are required to teach to. This cultural differentiation guides each student to visualize themselves as part of the curriculum, and Ms. Davis was excited about ways the outdoor space will contribute to this kind of learning.

A discussion commenced after the speakers and the class decided the goal-oriented perspective they have now will continue to be refined as the semester progresses. Mary and Cornelius Dollison also came for the end of class and brought us cookies!

February 2, 2012

3-5:30 p.m.

Students took a walking tour of the Whitely area, led by Wilisha Scaife, pastor of Union Baptist Church, Ball State University faculty member, Muncie P3 afterschool program director, and community mentor. They visited MOMs (Motivate Our Minds) facilities and received a firsthand account of the beneficial aspects of the program directly from Wilisha's daughter, Jasiah Scaife who participates in the afterschool program. Students saw Precious Hearts Preschool Center, the Buley Community Center, and MOMs gardens.

After the walking tour, students were given a time of reflection to think about what they had seen and how it affects their perception of the Whitely community. Taking into account, the historical storytelling provided earlier in the semester, students now have a well-rounded understanding of what this community was, is, and has the potential to become.

February 9, 2012

3-5:30 p.m.

Dr. Eva Zygmunt-Fillwalk, Ball State Elementary Education professor and co-director of SCC (Schools within the Context of Community) Immersive Semester, shared a presentation on grant writing with students. Students were then able to bounce ideas and questions off a seasoned grant writer, and Dr. Eva shared her vision and wisdom about the intergenerational space at Longfellow Elementary School.

After that, students began to work collaboratively, delegate roles, and volunteer for tasks that will allow the Ball Brothers Foundation grant to be completed by the specified time. Class time was then devoted to collaboration on the grant and communication about the focus of the different aspects of the grant.

February 16, 2012

3-5:30 p.m.

For the entirety of the class today, Neil Schmottlach, Program Officer for the Ball Brothers Foundation, came to speak about grant writing and funding. This is a relevant presentation, as we submitted our proposal to the Ball Brothers Foundation late last week. He explained the definition and purpose of a foundation, showing that our grants should be written in accordance with the mission designation of the foundation. He said that, "The money is there and must be distributed. Someone is going to receive it." He gave statistical facts about the Ball

Brothers Foundation, including their total range of giving and the types of grants involved.

Schmottlach also provided guidance in working with the foundation you are submitting to. He told the class, "It is all about building relationships." Form partnerships with community leaders and listen to the community-identified need given through the voice of its members. Schmottlach also recommended that we, as a class, develop a strategic plan that outlines our goals and strategy behind our desired product outcome. Schmottlach offered his guidance further by telling us to "do our homework." He gave specific points behind this piece of advice, explaining that we should make sure we have the appropriate foundation, appropriate desired amount of funding, and appropriate motivation behind our project before requesting funding. Schmottlach concluded by giving us tips on how to "sell" our ideas and receive the maximum amount of funding possible by remembering to "think globally and act locally."

February 23, 2012

3-5:30 p.m.

Dr. Pavlechko introduced the book the class will be reading for the remainder of the semester. "Life on the Color Line" This book is an intriguing memoir written by Gregory Howard Williams that allows the reader to see what life was like for the author, whose early life was defined by issues of race and color. Williams spent his early years in Virginia, where his white mother and his dark-skinned "Italian" father operated a roadside tavern. Williams was raised as white in Virginia, but when circumstances required his family to move to Muncie, Indiana, he realized that his father was actually African American, and racism still existed heavily in the city. Williams was forced to live with his father's African American relatives who were living in squander, while his white relatives were living across the city in wealth. The novel depicts the author's struggle to become the person he wants to be despite a variety of difficult situations and trials he experienced throughout his childhood.

The class planned their presentation for the Whitely Community Council meeting. Two students went to Longfellow Elementary to film Shawn Davis, the principal at Longfellow. Andrew will be compiling the video clips and information we assembled together to create a well-rounded example of what the class and Whitely community have gained and could gain from this project. The class began designing the film that embodies the goals and ideals of the project. This video will be displayed on DonorsChoose.org among other websites.

March 1, 2012

3-5:30 p.m.

Sue Godfrey, representative from United Way, spoke to the class about community partnerships. Her job as the Local Connection Project Coordinator enables her to "provide community solutions where people live." Their focus is on the needs of children and families to improve academic performance and support healthy living, helping families thrive and preserve their dignity in the process. United Way partners with Open Door Health Services and Interlocal Community Action Programs, Incorporated to provide additional services to members of the community.

The class then planned the focus groups for the Whitely Community Council meeting, which would be held on March 12, 2012. They wrote the questions that would be asked to community members to elicit feedback about the outdoor intergenerational health and wellness space. Tasks within the groups were divided up into discussion leaders and recorders so that the community member's voices were sure to be heard.

March 12, 2012

6:00-7:30 p.m.

The mentors and members of the class presented the idea of the outdoor intergenerational space at the Whitely Community Council meeting. They explained the creation and development of the idea and the intended implementation route for the project. They displayed and explained the blueprint created by Deane Rundell Associates and were there to answer any questions and get feedback from the community.

March 15, 2012

3:5:30 p.m.

The first part of the class was designated for a group discussion examining "Life on the Color Line." The teaching assistants prompted students with questions that encouraged reflection and critical thinking. Students gave many examples of how the book related to the visual they had discovered by walking through the Whitely community.

The class met today with the goal to discuss everything that they had accomplished and learned throughout the course of the semester so far. This would be materialized in a Prezi (similar to a Powerpoint presentation) that Dr. Pavlechko could use during his presentation in Mississippi. The class discussed what kind of

format would best represent their growth and understanding throughout the time they had spent together.

It was decided that a tree diagram, with 'community' as the foundation, would best symbolize their development over the course of the semester. The Prezi was started in class, and the branches of the tree were labeled as education and accomplishment, relationships and cooperation, and products and outcomes. The Prezi will be finished, edited, and finalized by the students from the immersive semester.

March 22, 2012

3-5:30 p.m.

Mitch Isaacs, Associate Director of Student Life and representative of Excellence in Leadership, came to speak about an opportunity for students on campus. Geoffrey Canada, President and CEO of Harlem Children's Zone, will be speaking on educational reform on April 4, 2012 at 7:30 p.m. in Emens Auditorium. Canada is featured in the documentary, "Waiting for Superman." Isaacs explained that this event will raise controversial issues, discuss questions and answers, and promote a deeper knowledge base about the education profession for students on campus.

The goal for the rest of this class period was to take ownership of our work in grant writing and editing. We explored a variety of new grant ideas that were uncovered by our team of students and pursued the requirements behind each of these funding options. A letter of inquiry was written for the Zigler Foundation to ask specific details about their grant and funding options.

March 29, 2012

3-5:30 p.m.

Students spent the entirety of the class time watching and then reflecting on the documentary, "Waiting for Superman." This film was released in 2012, directed by Davis Guggenheim, and produced by Lesley Chilcott. The movie details the failures and strides of the American public education system in comparison to the development and success of charter schools. Several personal stories are interwoven among the film's plot, and Geoffrey Canada is referred to and interviewed throughout numerous parts of the movie. Bill Gates, Michelle Rhee, George Reeves, Bill Stickland, and many others prominent in the field of education make appearances in the film as well. "Waiting for Superman" received the Audience Award for best documentary at the 2012 Sundance Film Festival. It also received the Best Documentary Feature at the Critics' Choice Movie Awards.

April 5, 2012

3-5:30 p.m.

As students entered class, they received a handout about their final project, which will be to create an introspective reflection over how this class has influenced a multitude of areas within their lives. This reflective essay should span the topics of community, poverty, immersive learning, and citizenship. Some of the questions are as follows: What does "community" mean to you? Has your definition of community changed after participating in this immersive colloquium? What role can you play in the community that you live in? How can you use your area of study (major) to serve the community?

Students all signed the letter of inquiry to the Zigler Foundation. The remainder of the class was devoted to discussion about the lecture and presentation given by Geoffery Canada that occurred April 4, 2012 at 7:30 p.m. in Emens Auditorium. Gary Pavlechko led the discussion with specific questions about the presentation that led students to think critically about how the information in the lecture and how it applied to their own lives.

April 12, 2012

3-5:30 p.m.

Students broke off into focus groups during class. Kayla and Lily worked on creating a flyer to distribute to the Whitely community to spread awareness about the fitness and wellness outdoor space. Caitlin, Kiley, Sam, Gary, and Emma worked on writing the Maxon grant. To do this, they used the narrative from the Kitsleman Grant, making revisions as they went. Andrew, Cameron, and Bobby worked on uploading the promotion video to Indiegog.com. This website allows people to donate money to the fitness and wellness outdoor space. These sectioned groups each completed their assigned tasks by the end of class time, and they were then able to display their results to the class.

April 19, 2012

3-5:30 p.m.

Suzanne Kadinger, Program Director at the Muncie and Delaware County Community Foundation, came to speak to the class and to hear the progress being made on the outdoor fitness and wellness space behind Longfellow Elementary School. Suzanne spoke about the top ten things to remember when planning, preparing, and submitting a grant application. A student in the class presented the Indiegogo initiative as well as the promotion video for the outdoor fitness and

wellness space. One student also shared the promotional flyer that had been created for the space. This flyer will be distributed to the community. The students also explained their presentation to the Whitely Community Council and spoke about the community's excitement about the space. The students described the grants that have been pursued throughout the course of the semester. The teaching assistants also shared the developments on using the funds from the Kitselman grant for the fitness and wellness space. Suzanne offered further advice about pursuing and applying for specific grants that we mentioned.

Unit Lesson Plans

Name: Ashley Lentz

Date: January 19, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: The historical and cultural formation of the Whitely Community

Purpose/Rationale:

As students are in this immersive colloquium and putting in efforts to make advancements on the outdoor fitness and wellness space behind Longfellow Elementary, it is vital that students know the values and the historical formation of the Whitely community. By having members of the Whitely community speak to the students, they can better gain an understanding of the culture of Whitely, which is very different from their own.

Procedure:

- Yvonne Thompson will make a presentation about her experiences growing up in Whitely.
- Otee Stills will make a presentation about the history and development of Whitely.
- Students will ask questions to Yvonne Thompson and Otee Stills.
- The students will discuss the information that they have just learned with their peers.
- Students will write a reflective response on Blackboard for the next class.
 - The students will share their thoughts about the presentations, the information they learned, their perceptions, and additional questions that they have.
- The teacher assistants will respond to students' posts on Blackboard.

Resources:

- Yvonne Thompson, director of the Commission for Human Rights, Whitely community member
- Otee Stills, Whitely Community member

Student Response:

While Yvonne Thompson and Otee Stills gave their presentations about the history of Whitely, the students were very much engaged. After the ladies gave their presentations, students asked additional questions, which showed their interest in the topic at hand. Additionally, the reflective writings gave a demonstration of what the students thought. Their writings showed critical thinking and analysis while expressing their appreciation for the Whitely community. They wrote about the importance of Whitely's history as it has shaped the community into what it is today.

Reflection:

In this lesson, I am quite confident that students gained more knowledge about the Whitely Community and how its rich cultural heritage sets it apart from other communities. The presentations that Yvonne Thompson and Otee Stills made were very informative, and they allowed students to learn about the community that they will be in for the semester.

Name: Abigail Savage

Date: January 19, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Abigail Savage- Stereotypes, perceptions, and the influence of race and socioeconomic status on the community

- Mary and Cornelius Dollison-Influential citizens of the Whitely community; members of the Whitely Community Council; consultants for the MAP (Muncie Action Plan); instructors at MOMs (Motivate our Minds)

Purpose/Rationale:

The purpose of this lesson was to introduce students to key members of the Whitely community, emphasizing the values of civic duty, volunteerism, and citizenship. It is imperative that students receive this information at this time in order to begin creating a visualization of what the Whitely community truly stands for. It is necessary to build up students' schema about this community in order to effectively serve the community with their skills and talents, as we will be doing later on in the class.

Procedure:

- The teacher will present a small biography about the lives of Mary and Cornelius Dollison. This will consist of their life growing up in Whitely as well as the changes they have seen taking place in their community throughout the years.
- The Dollisons will then speak about the Whitely Community Council and its three goals: neighborhood beautification and infrastructure improvements, employment promotion and local business supports, and educational programming and community safety.
- The couple will also explain the Muncie Community Action Plan (MAP) and its pertinence to the Whitely community.

Resources:

- Mary and Cornelius Dollison, interview

Student Response:

Students were attentive throughout the Dollison's presentation, and once the couple was done speaking, students asked very thoughtful, critical thinking-based questions. Students were positive about what the couple had to say and afterwards spoke very highly about the Dollisons. They said they gained a deeper appreciation of the Whitely community through its efforts of self-improvement: the formation of the community council, creation and implementation of the Muncie Action Plan for their community, etc.

Reflection:

I believe students were positively and emotionally moved by the Dollison's presentation. Mary first presented the emotional side of the story, explaining her experience growing up in Whitely and the changes that she has seen take place. She challenged students to see how their own home life growing up can unknowingly promote stereotypes and prejudices

they are unaware of. Cornelius then discussed the logistical side to the presentation, explaining the presence of the Whitely Community Council and the Muncie Action Plan and their advantageous effects on Whitely. Students were then able to see the emotional as well as analytical display of growth that has occurred throughout the history of Whitely, connecting them to its past, present, and future.

Name: Caitlin Sporleder

Date: January 26th, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Caitlin Sporleder-Present-day Whitely and the future of this community

- Shawn Davis – Vision for the Intergenerational Health and Wellness Space behind Longfellow Elementary School.

Purpose/Rationale:

The purpose of this lesson is to give students an overview of what they will be working with this semester, specifically what project they are writing grants for. Students must have some sort of background knowledge about the project in order for them to be able to write about it; and what better way to obtain background knowledge about the project, than to hear it from the person who gave birth to this brainchild, Shawn Davis (Principal at Longfellow Elementary School). This lesson comes at the beginning of the semester so students can understand one of the purposes of this to class...to write grants for a project that will benefit not only the Whitely Community, but the entire Muncie community, and surrounding communities. The teacher will connect to prior learning and the lives of the students by asking students to think back to their elementary school days and have them think about what they would want out of an outdoor learning, intergenerational, fitness and wellness space.

Procedure:

- Have students discuss what they think about having a outdoor learning, intergenerational, fitness and wellness space, etc. Students can, at this point, tie it in to their own experiences, and provide feedback based off of their own experiences.
- Have Shawn Davis Speak about the following (students are welcome to interject with questions and comments at any time during the presentation):
 - Longfellow Elementary School's role in the community
 - Her vision and reasons for a health and wellness space behind Longfellow
 - Brief overview of the climate and atmosphere at Longfellow
 - Answer students' questions as to the implementation of this project
- Have a grand conversation about students' thoughts on this project that Ms. Davis has envisioned
- Class will conclude with a conversation on how we (as a class) will move forward with the furthering of the outdoor space.

Resources:

- Shawn Davis (Principal at Longfellow Elementary)

Student Response:

Students seemed to be in favor of this outdoor space so far. Students raised good questions as a result of the conversation with Ms. Davis about the project. Some questions/ideas given by the students include the following:

- Maintenance and upkeep of the facility
 - Who does this?
 - How will they do this?

- Proposed idea: Take a trip to other outdoor spaces in Whitely and Muncie, in order to gain ideas and explore uses of outdoor space.

Students seem to be excited about this project, feeding off of Ms. Davis' energy. Students also seem a little anxious since there is no set-in-stone schedule (as to the nature of an immersive class). In an attempt to ease students' nerves, as a class, they come up with a very broad and tentative plan for the semester.

Reflection:

The speaker, Shawn Davis, was phenomenal. She brought energy and excitement to the class. Students were engaged and eager to listen to and talk with Ms. Davis. Everyone appreciated the candidness with which she spoke. Next time, the teacher should pass out some sort of notes sheet for students to take whatever notes they choose, and to also use to jot down questions.

Name: Abigail Savage

Date: February 2, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Abigail Savage- Stereotypes, perceptions, and the influence of race and socioeconomic status on the community

- Wilisha Scaife-MP3 director and coordinator; Associate Pastor at Union Missionary Baptist Church, member of the Whitely community

Purpose/Rationale:

This lesson was designed to improve students' perceptions of what Whitely, a community with a high level of poverty, truly looks like. Dispelling fears related to a stereotype that has little to no factual foundation is key to unlocking the potential students have to positively effect the Whitely community. At the conclusion of this lesson, I desired for students to feel interconnected with the community and its members, build an understanding of what a community in poverty looks like, and serve Whitely and its citizens with a enhanced degree of ownership and effectiveness.

Procedure:

- The teacher will briefly describe the geography of the Whitely community before explaining the route for the walking tour that would take place that day.
- Wilisha Scaife, pastor of Union Baptist Church, Ball State University faculty member, Muncie P3 afterschool program director, and community mentor, will lead the class on a personalized tour of Whitely.
- They will begin by visiting MOMs (Motivate Our Minds) facilities and receive a firsthand account of the beneficial aspects of the program directly from Wilisha's daughter, Jasiah Scaife who participates in the afterschool program.
- Students also will see Precious Hearts Preschool Center, the Buley Community Center, and MOMs gardens.
- After the walking tour, students will be given a time of reflection to think about what they saw and how it affects their perception of the Whitely community.

Resources:

- Wilisha Scaife, interview and tour guide
- MOMs, Precious Hearts, and Buley Center facilities

Student Response:

There was a small degree of hesitancy from students as the walking tour began. I believe this is explainable, in part, to what they had previously heard about Whitely from people outside the community: drugs, crime, belligerence, etc. When students discovered that they were not only safe with Wilisha but also welcomed wherever they went, tensions eased, questions became more frequent, and genuine interest exuded from each individual who was entering Whitely for the first time. Students utilized the time of reflection as a forum for discussion where they eluded to the essential need this activity filled: understanding and practical application to the learning that was taking place in our classroom.

Reflection:

It is my belief that students were positively affected by the walking tour, which challenged their stereotypes about what an impoverished community looks like, how the people there act, and the level of safety fostered in such areas. I feel that this activity allows students to visualize the community they are working for throughout the course of the semester, and it is my hope that these images stick in their minds, motivating them to achieve excellence in their volunteering, presenting, and grant writing. If I could reteach this lesson, I would include Longfellow Elementary School as a place to visit, requiring some mode of transportation other than walking, as well as the Habitat Houses that are constructed just down the road from the school. These are two key elements that I wish could have been included in the walking tour, but time, weather, and physical restraints barred us from completing these stops. Overall, I was impressed with students' attitudes towards the walking tour and desire to see how this activity changes their ideas and style of working in the classroom.

Name: Caitlin Sporleder

Date: February 9, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Caitlin Sporleder-Present-day Whitely and the future of this community

- Dr. Eva Zygmunt-Fillwalk - Ball State University Professor in the Department of Elementary Education and Co-director of Schools Within the Context of Community (SCC) Immersive Program

Purpose/Rationale:

The purpose of this lesson is to inform students on the grant writing process and how to write a grant. The teacher will connect to prior learning and the lives of the students by asking students to use their writing skills as they think about and prepare to write grants, based off of what they have learned about the outdoor space behind Longfellow Elementary School.

Procedure:

- Have students discuss what they already know about grants.
- Have Dr. Eva give her presentation on grant writing (Students are welcome to interject with questions and comments at any time during the presentation.) She discussed the following:
 - What a grant is
 - Different types of grants
 - How to search for different grants and where to go when finding them
 - How to write grants (following the proper format)
 - Give accounts of her personal experiences with writing grants (her "do's" and "don'ts")
 - Answer questions that the students have
 - Speak about the outdoor space at Longfellow
 - Give class suggestions about where to start looking for grants
- Have students work collaboratively and delegate roles with regards to grants (specifically the Ball Brothers Foundation Grant)
 - Students will work on the grant and discuss the different aspects of the grant.
 - Students will leave class with a "game plan."

Resources:

- Dr. Eva Zygmunt-Fillwalk - Ball State University Professor in the Department of Elementary Education and Co-director of Schools Within the Context of Community (SCC) Immersive Program
- PowerPoint presentation (provided by Dr. Eva Zygmunt-Fillwalk)
- Viewing capabilities (correct cords for the set-up of the presentation for the class)

Student Response:

After Dr. Eva's presentation, students seemed to be more at ease about grant writing. They seemed to act like this information was helpful, and a few even took notes during the presentation. The students responded well to Dr. Eva Zygmunt Fillwalk because of her

positive and upbeat energy. Students appeared to be engaged in her stories of her personal experiences. By the end of the class, students start to feel at ease with the direction this class is going. The students are left with the task of writing a grant request letter to the Ball Brothers Foundation and to have a plan in place to accomplish that task.

Reflection:

The information provide to the students by Dr. Eva Zygmunt-Fillwalk about grant writing, seemed very beneficial to the students. The speaker was full of energy, excitement, and passion, making the topic of grant writing fun and exciting. A topic that seems that it can be heavy and very content-based was personalized and engaging because of Dr. Eva Zygmunt-Filwalk's personal stories, insights, tips, and examples. To help guide students even further, the teacher should pass out some sort of handout to go along with the presentaion. This handout would provide students a an outline to follow and a place to take notes on during the presentation.

Name: Kayla Conrad

Date: February 13, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Connection to Longfellow Elementary School and its role in Whitely

Purpose/Rationale:

The purpose of showing the movie *Waiting for Superman* was to create an awareness of some of the current issues in education. While all of the college students were once in elementary school themselves the issues of today are different than they once were. Furthermore, it is much easier to assess and reflect upon an educational system when one can step back and view it from a distance. It can be difficult to assess an educational system when one is in the midst of it.

Procedure:

- The teacher will introduce the movie by providing background information and context for the movie. The teacher will tell the students that Davis Guggenheim, who was inspired to produce this film when he noticed the gap between different schools in America, directed and co-wrote the movie.
- The teacher will give the students a brief overview of the movie. The teacher will say that the movie follows five students who desire to be educated at a charter school and are unsatisfied with public education.
- The students will watch the film.
- When the film is over the teacher will facilitate a discussion about the film by asking questions such as, "How does what you saw in the movie compare with what you experienced as a student?", "What beliefs or attitudes do you agree with in the movie and what beliefs or attitudes do you disagree with?", "Did you notice any bias in the movie?", "Do you think the students or parents of students at Longfellow Elementary think their child would be better off at a charter school?", "Thinking back to when you visited Longfellow Elementary, do you see any similarities of differences between Longfellow and the schools described in the movie?", "Did you notice anything about the community of the schools showed in the film?" "How, does this compare to Whitely's influence on Longfellow?"

Resources:

Waiting for Superman. Dir. Davis Guggenheim. Prod. Diane Weyermann. Paramount Vantage, 2010. DVD.

Student Response:

The students responded very well to the movie. Students had many opinions, and they were open in expressing what they thought. It was clear that the students were thinking critically by the questions that they asked and the thoughts they presented. It was also clear that the students were thinking independently because they presented varying viewpoints.

Reflection:

Building the students' background knowledge before watching the movie went well because it was presented clearly and concisely. Watching the movie went well because the students gave it their full attention. The discussion that occurred went well because the students were actively discussing the movie. This activity could have been more effective if there would have been more time for student discussion. The class ended before all of the questions outlined in the procedure could be discussed. If I were to teach this lesson again, I would have had the students continue their discussion online through a Blackboard discussion thread. This would allow students to reflect more fully on the link between Longfellow Elementary and Whitely.

Name: Ashley Lentz

Date: March 15, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: The historical and cultural formation of the Whitely Community

Purpose/Rationale:

The purpose of this lesson is for students to gain a better understanding of the rich history of Whitely, which has formed the community into what it is today. The book *Life On the Color Line* by Greg Williams will allow students to receive a firsthand account of what life looked like for a child growing up in Whitely in the 1950s. The students will receive a greater understanding of the history of Whitely and how it differs from Whitely today. Students will understand the values of individuals in the Whitely community, which will be beneficial as they work with the community in order to further the fitness and wellness space.

Procedure:

- The class will have a discussion on the book *Life On the Color Line* by Greg Williams. The students received this book four weeks prior and read it outside of class.
- Students will write a reflective piece on Blackboard explaining their thoughts about the book and what they learned about the historical formation of the Whitely Community.
- The teacher assistants will respond to the students' posts on Blackboard.

Resources:

- *Life On the Color Line* by Greg Williams

Student Response:

By the reactions of the students in the class discussion, it was evident that students enjoyed the book. Students were engaged, and they had much to say about the text. Students conversed about the historical locations discussed in the book, and they were able to compare them to what those places are like today in Muncie. Students expressed their opinions about racial segregation and prejudice that was prevalent in Muncie in the 1950s. Furthermore, the written responses of the students on Blackboard showed a deeper look into their thoughts regarding the book and how it had affected them. The students also expressed that since they had a clearer understanding of the culture and history of Whitely, they could best relate to individuals in the Whitely community and be more effective as they help to further the fitness and wellness space.

Reflection:

This lesson went very well as students acquired a greater understanding of the historical formation of Whitely. They were able to read a firsthand account of one's life in Whitely in the 1950s, and I was impressed that students were active participants in the class discussion. If I were to teach this lesson again, I would try to contact Greg Williams to see if he could do a web conference with the class to discuss the book. Additionally, I would also

Name: Kayla Conrad

Date: March 22, 2012

Class: Honors 390 Colloquium

Professor: Gary Pavlechko

Subject/Topic: Connection to Longfellow Elementary School and its role in Whitely

Purpose/Rationale:

The purpose for the tour of Longfellow Elementary School is to provide an opportunity for the Ball State students to have a first hand experience in the school that is discussed in class often. This helps the students understand the content that is covered in class, strengthening their schema. To connect this to prior knowledge the students will be asked to compare what they see at Longfellow Elementary to what they experienced as students.

Procedure:

- The teacher will meet the students in the lobby of Longfellow Elementary School.
- After checking in at the front desk, the teacher will lead the students through a walking tour of Longfellow Elementary School.
- They will visit the cafeteria, the gym, a classroom, the data room, the art room, the music room, and the hallway.
- As they walk through the school the teacher will explain the importance of each part of the school and how the school uses it.
 - For example, the teacher will explain that during lunch the students are expected to be very quiet and the principal or assistant principal is always present in the lunchroom during lunch.
- When the tour is over the teacher will ask the students their initial responses to the school. The teacher will prompt the students to compare what they saw at Longfellow to their own experiences as a student.

Resources:

Longfellow Elementary School

Student Response:

The students were amazed by the cleanliness of the school. Longfellow Elementary School takes pride in presenting its school well and creating a positive learning environment, and the students were able to notice this. The students were also surprised by the difference in hallway procedures at Longfellow Elementary from their own experiences as children. At Longfellow Elementary, the students are expected to walk with their voices turned off, their hands behind their backs, and their feet following the silver line. This is more strict than the elementary schools the Ball State students attended. The Ball State students were also amazed at the detailed data room that shows the progress and tests scores of each student in the building.

Reflection:

The tour of the school went very well. The Ball State students were able to physically see the school that is discussed during class, helping them see class work as more meaningful. One aspect of the tour that did not go well was that the Ball State students were not able to

observe students inside of a classroom interacting with a teacher. The students also did not have an opportunity to talk to anyone who works in the school to ask questions or hear about their perspective about the school. If I were to do this activity again, I would schedule the tour for a time when the Ball State students could observe the students interacting in a learning environment. I would also set up a meeting with an administrator or teacher at the school so that the Ball State students could learn from them as well.

Student Work

I hereby grant permission for my work in Honors 390P to be used as a resource in my teacher assistants' honors thesis project.

Name Lily Barker Signature Lily Barker Date 4/26/12

Name Emma Baumann Signature Emma Baumann Date 4/26/12

Name Andrew Bennett Signature Andrew Bennett Date 4/26/12

Name Cameron Spencer Signature Cameron Spencer Date 4-26-12

Name Bobby Moran Signature Bobby Moran Date 4-26-12

Final Reflection: Student 1

When asked what comes to mind when I think of the word community, I automatically picture my own community in Lapel, Indiana. Lapel's community is made up of nearly 2000 people, who are primarily white, Christian, lower to middle class families. For me, their true "community" characters have nothing to do with their U.S. Census statistics though.

If I were to describe Lapel's community, I would characterize it almost like I would a person. It is loveable, frustrating at times, stuck in its way, full of unique charm, dedicated to its youth especially when it comes to basketball—everyone wants to be part of the movie, *Hoosiers*—and overall dedicated to the community. If you are able to assign human characteristics to a small, geographic area, that is when you have stumbled upon an example of a true community.

After living in that atmosphere for 19 years and then moving to Ball State University in Muncie, Indiana. The personality of my community shifted but my thoughts on the camaraderie and comfort that are born from a community didn't. I have been so blessed my entire life to be accepted into two wonderful communities that I think I was oblivious to how special those relationships really are.

When I was exposed to the Whitely community this semester, I was finally able to stop overlooking why I always felt so loved and supported by my friends, neighbors and even strangers in the crowd at my high school volleyball games. Being an outsider looking in to the Whitely community, I was inspired by the strong, lifelong bonds that have formed and still form everyday between members of that community. When I was able to hear stories of those connections and see the love and passion in the eyes of our guest speakers, I was finally able to appreciate the passion that people have for Ball State and Lapel.

To be able to not only say that you are from somewhere but to truly feel like no matter how long you stay away or how much you change, you will always be accepted in that one spot is something that I wouldn't trade for the world. I am thankful that the members of the Whitely community were able to exemplify that so well. Their passion was so strong that I was able to feel and relate it to my own experiences.

The role that I can play in Lapel or even at Ball State to contribute to my community is to lead by example. I have always been very involved in both communities, but sometimes I forget to let people know what my peers and I are accomplishing and how others can help. I was listening to a guest speaker this morning, and she pointed something out that never occurred to me before. In general, people, especially women, are taught to work hard to achieve their goals but then just hope and pray that someone not only notices that work but then rewards them for it. The speaker pointed out that that particular way of thinking needs to be a thing of the past.

In everything that we do, we have to be our own biggest advocates. I think our class does a great job of that in Whitely. If we weren't going to community council meetings and presenting to people like Suzanne from the Community Foundation, the health and wellness space would never receive any support because no one would have any interest.

I plan to apply that to my career and in my day-to-day community roles. When I am working toward accomplishing something that could benefit others in the community, I am going to let everyone know about it. As I pursue a degree in public relations, it becomes more and more of a necessity to have your messages heard in order to advance yourself or

your organization. With social media and instant global communication, you have to communicate strategically to generate interest and awareness of all projects, even large ones. That is definitely something that I have learned from this class.

If you want something, find an effective way to get it and let people know who you are and why you want it. Almost every single one of our guest speakers told us to ask questions often. We formed relationships with those speakers, who are now carrying positive messages about us across the community. It only took a simple question and a quick second of self-promotion to make an impact. One question and just seconds of time can make million dollar projects come to life. I was inspired this semester, and I plan to spread the positive community message of Lapel, Ball State and Whitely as much as I can.

Final Reflection: Student 2

I always hear of people going on mission trips and saying, "We're going there to help. We are going to build houses because that is what they need." This class has helped me reconsider the idea of "helping" a community. Our class wanted to help the Whitely Community, but, to help them, we had to get to know what their particular needs were and how we, as individuals, could help serve those needs based on our specific skills and talents. As a group from outside the community, we could not come in and tell them that we were going to build an intergenerational space without their support. If we did this, we might not have met their particular needs, which could then result in the space not being used and our "help" being wasted. In addition, if the community was not involved, they could feel resentful toward the project and those coming in telling them what to do. Above all, the community members are the people that best know what their community needs; therefore, when an organization helps a community, they must include the community and use its members as their best resource.

This class has also opened my eyes to the importance of being involved in the community, especially as an educator. Through attending city council meetings, I realized that I can make a difference in the community I live in just by being there to support it, talking with fellow members, and receiving monthly updates on the current community events. I learned that I can contribute my writing skills to my future community by writing grants just as Andrew can contribute his film and video skills to his future community to create videos to post online to fundraise for his community. Each community has a plethora of people and, thus, a plethora of valuable skills that can be used to accomplish projects as a group to improve the community. It is of the utmost importance that members come together with their various skills to accomplish tasks.

However, I found it extremely difficult throughout this class to accomplish our goal of writing grants, not because we did not have the skills, but because of the multitude of organizations and people that must work together to finish a grant for a larger community. When writing the grants, we were not writing them as Ball State students but, rather, as the Muncie Community Schools organization that owns the land on which the intergenerational space would be built. Therefore, gathering their data, knowing their mission statement, and having them write letters caused confusion and frustration, as their mission statements are not easily accessible. Executing community projects is difficult as many groups must connect and communicate in order to manage and complete community-wide projects.

As a future English educator, I will interact with students in the community on a daily basis, and, therefore, I need to be a part of that community to create the best environment for my students both in and outside of the classroom. I can join the PTA and lead projects toward improving the school for the students as well as combining the PTA efforts with those of the city council to improve the students' environment outside of the school boundaries. Each Whitely Community member we talked with stressed that a strong community is founded on education; the Whitely Community has been developing their education resources throughout the past years, building the Roy C. Buley Center and

Motivate Our Minds, both of which have been highly effective educational centers for the community. I truly believe that education is of the utmost importance in the success of a community and its individuals and will, therefore, create an engaging classroom, where my students' learning can flourish. After taking this class, I feel a greater desire to become an active participant of my future community in which I am an educator, knowing that I have valuable skills that can make a difference in my community.

Final Reflection: Student 3

To me a community is, in its most basic form, a group of people who share at least one common characteristic. This characteristic could be rather broad and simple, such as a shared heritage, or could be more specific, such as a mutual medical condition. Often, however, a community can be defined by its location as well as the people within that location. This type of community, Whitely, was what was studied in our Spring 2012 Honors 390 immersive colloquium.

After taking this Honors course, I do not think my definition of "community" has changed, but my perspective and understanding definitely have. By seeing and experiencing the Whitely community, I witnessed some of the difficulties of living in an impoverished area. Perhaps the single biggest overarching problem which seems to exist within impoverished communities such as Whitely is the cycle of inadequacy which such an area perpetuates. In an attempt to break this cycle, Longfellow Elementary School has created a learning environment conducive to education, success, discipline, and maturity. Shawn Davis, principal of Longfellow, believes that the success of Whitely depends on the younger generations. Her vision, an intergenerational learning space on Longfellow property, was the main focus of our colloquium.

Just like Shawn Davis, anyone and everyone can play a major beneficial role in his/her community. I believe that my role in my community, Ball State University, is to set a positive example for how a student and leader should behave. I take pride in my education and grades, as well as the various leadership positions I have held while attending Ball State. By helping to set the standard for what a Ball State student should be, I believe that I can have a constructive influence on those around me, thereby improving the overall BSU community.

After I obtain my undergraduate degree in science, I plan on going to graduate school for architecture. Both areas of study can and will be used to help serve my community once I graduate and move on from Ball State. As a science major, I have learned a lot about the environment, sustainability, and human health. These areas of study will not only allow me to contribute to my community with my lifestyle choices, but also with my career as an architect. I hope that whatever I may design in the years to come will not only be aesthetically pleasing, but also efficient and functional. By creating buildings which are beautiful, sustainable, and practical, I believe that my upcoming graduate degree in architecture will be exceptionally valuable to my community. Additionally, architects have various opportunities to do charitable work. Habitat for Humanity is just one example of the many chances architects have to do work in impoverished areas like Whitely. In fact, I had the pleasure of witnessing first-hand the charitable work of a landscape architect in

this colloquium. Deane Rundell designed the entire intergenerational learning space for Longfellow, and was kind enough to offer additional help with our project.

This Honors 390 immersive colloquium has helped broaden my perspective and understanding of community. It has also guided my thinking towards ways which I can use my skills to help the community in which I live. I have enjoyed this class, and would not hesitate to take it again.

Final Reflection: Student 4

Community is much more than geographic area of people that share the same ideas or beliefs. Community constitutes the energies, ambitions, love, friendship, hardship, challenge, and nearly everything in your life and the way you react to situations is a result of your community. The communities in which we are raised give us certain affinities to behave in diverse and different ways. A community is the smallest form of action through which we experience our culture at large, and furthermore we can become unconscious prisoners of our community. This means that we act, interact and behave based on the things that we learned in our communities. This is not a negative development of a community unless a person comes from a community that holds crime, dishonesty, sexual promiscuity, etc. above other things. Community is the very channel through which we gain most of our early knowledge about how to behave and interact with others. Additionally, community is the geographic area that we are surrounded by. It may be as small as a city block or as large as a large suburb. Personally, community has meant neighbors that wave when they are mowing the grass. These people also agree to watch each other's dogs when they leave for the weekend or agree to take out the trash for a neighbor. My community has a value of beauty most people in the community focus on keeping the community clean and keeping their yards in a state of great repair. Finally, community as I have always known it has been a little sneaky. People often talk about their neighbors and gossip a little bit about people's odd habits, loud dogs, or weedy lawns.

My definition of community definitely changed through my experiences on our community walk and at the Whitely community council meeting. On our walk I felt like a member of something larger than myself. Each of the community members that passed by us in their cars waved and smiled as if they knew us. We saw a man working on his truck and he talked to us for a little while. We also got to see MOMS and they took us in and shared what they did in their work day so openly. There is such a negative perception of Whitely until you get there and realize that it is a better community than anyone you might have experienced before. At the Whitely community council meeting we got to see how much this community and its betterment meant to the people of the area. The people spoke so passionately and even though we went on a day that had a low attendance I was so surprised with the amount of people that attended. I remember one man talking about how that as a leader of a portion of the community he is trying to actually meet each person within his section. He said his next goal after that was to meet everyone within Whitely. The amount of concern that was expressed about pressing issues was so relevant and obvious. I am just not sure that you can find that amount of commitment to a community in too many places. Finally, our invitation to meet at the church was another amazing extension of the Whitely community that we experienced. My view of community is now that it could be so much more than what I have experienced. In fact, I have a higher expectation of the next community I live in. I would like to have a community in which I know everyone by their first names. I would also like to have a community that valued improvement so much that it held meetings or at the very least cookouts or gatherings.

I have learned through this class that even the smallest effort can lead to me having a larger impact on my community. I anticipate that whenever I do return home to work,

whether that be after a few years or ten years or maybe just in the next community that I live in I will be substantially involved. I am an organizer and a facilitator and I love to have a voice for people who do not have the skills or will to speak up for themselves. In my home community there are many problems like the ones that exist in Muncie. If I continue my education or decide to follow through and do Teach for America, I anticipate helping my community not only through the school but, eventually by implementing a project like Dr. Eva and Dr. Pat have done within Whitely. It would be great to get pre-service teachers into the classrooms that deal with poverty in my home community of Hamilton. I think that my degree has prepared me to do many different specific things but, more importantly, it has taught me that I can accomplish anything that I set my mind too. Whether that be solving a large problem or just organizing a group of people around an issue. One day I hope to run or be elected office in my community and perhaps a larger area. I believe that the psychology, sociology, and communication portions of my major have prepared me even more to meet people at their level and communicate with them about relevant issues.

I anticipate serving my community in the school system as a teacher, coach, role model, and a teacher leader. I know that some of the teachers I had in high school are the people that had the largest impact on my life and will always be strong role models. I hope that by being a teacher and a strong member of my community I could instill great values, beliefs, and behaviors into the future leaders of the world. Additionally, I can teach students lifelong skills in leadership and community service outside of the classroom. As a coach I would get to know students outside of the classroom and help them develop skills in their leadership. I would also hope to be a strong teacher leader as a community service organization head. I believe that it would be incredibly rewarding to do these things in my community to help younger people learn what it takes to become ready for college and life beyond college.

I think that Cornelius has become a huge role model for me. Before this class the only role models I had in my city were through my scouts, high school, and sports. Most of the civic leaders in the city seemed to be disengaged or focused on more prestigious projects such as bringing a new bridge to area or developing a new roads program. Cornelius has taken pride in his home, in his community. He has accepted the ideas and beliefs of those around him and with his wife, Mary they have begun to advance the area. I could only imagine having such an impact on an area to have created a place like MOMS or to be engaged each week in a community council meeting. I feel like my community at home supports and almost encourages neighborly disengagement. It seems that the more frequently you do not go out of your way to say hello to neighbors the better. I hope that I can have an impact in my community when I grow up in a large way. At the very least, however, I would like to encourage more friendly engagement between people who call the same area home.

Final Reflection: Student 5

Sometimes life can take us by surprise and lead us into different directions. This is definitely the case with my experience in Honors 390. I was scheduled to take a New York colloq with Jason Powell instead. A few days before class started, I decided the trip to New York was just too expensive. On that same day, I was hanging out with my good friend Alyssa Bourdon, who was telling me about her experiences in the Whitely Community. I told her I was looking for a new colloq, and she instantly referred me to Honors 390 with Gary Pavlechco. I went into the class having zero ideas about what I would encounter.

I like to think that God works in mysterious ways. I have never taken a class quite like this one. It really opened up my eyes to the community that surrounds Ball State University. The Whitely Community is a very special community. Many people drive through Whitely and only see the tough exterior. I have many friends who have told me to stay away from the Whitely Community. They have told me it is the ghetto of Muncie. And I listened to them, until I got to know the people that live there. Never in my life have I met more caring and compassionate people. I never really understood what the word community meant until I ventured into the Whitely community. In Whitely, neighbors aren't just acquaintances, they are family. They look out for one another and care for them. I am truly jealous of the community the people of Whitely have. I've lived in the same neighborhood for most of my life, and I barely know who my next-door neighbors are.

It is the people that make a community, not the buildings. Mary, Cornelius, and Shawn Davis are now role models to me. I have never cared about anything as much as they do about their community. One of the highlights of the class for me was attending the Whitely Community Council. As I looked around the room during our presentation, I could see faces light up with excitement. When I was showing people of the community the video I had made, many of them wanted to share it with others. I am thrilled that I was able to contribute to this project in some way. I really hope the grant money we received doesn't go to waste. I would love to see the project continued when our class is finished.

The reason this class was able to make such a positive impact on me was because it didn't feel like a class. I never walked to Honors 390 with the anticipation of taking tests, notes, or being lectured. I walked to Honors 390 with the anticipation of making a real difference. Honors 390 wasn't class, it was life. I wish all of my classes could be like this one. Our teacher Gary wasn't up at a podium telling us what to do. He was sitting with us, discussing the matters at hand. I have never had a teacher like that before, and I am truly grateful for his willingness to work with us.

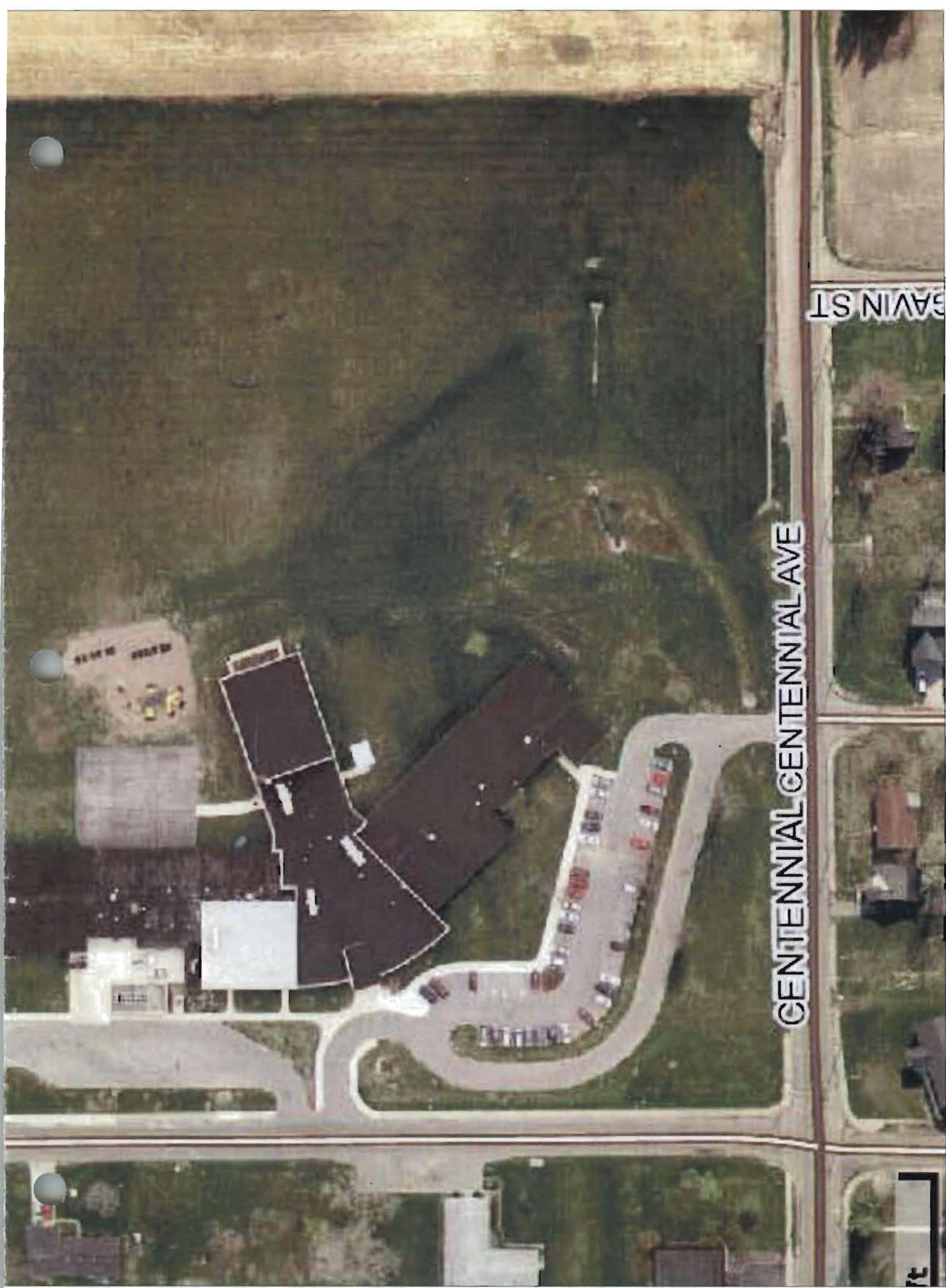
I have taken a lot out of this class. I have met wonderful people, and I have learned a great deal about what it means to be a community and to help a community. I was able to join this class out of pure chance, and it was an incredible experience.

Diagram of Space



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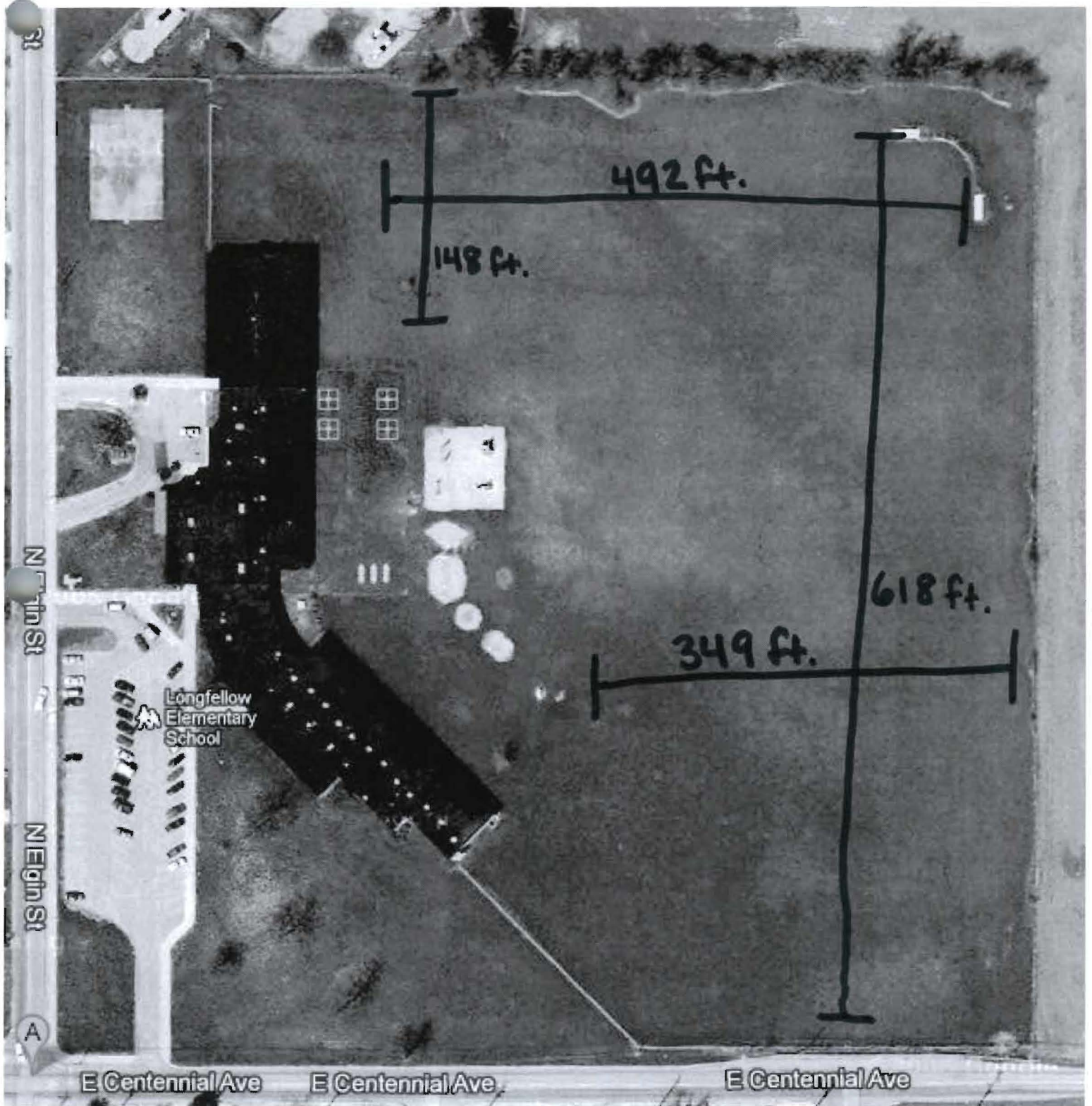
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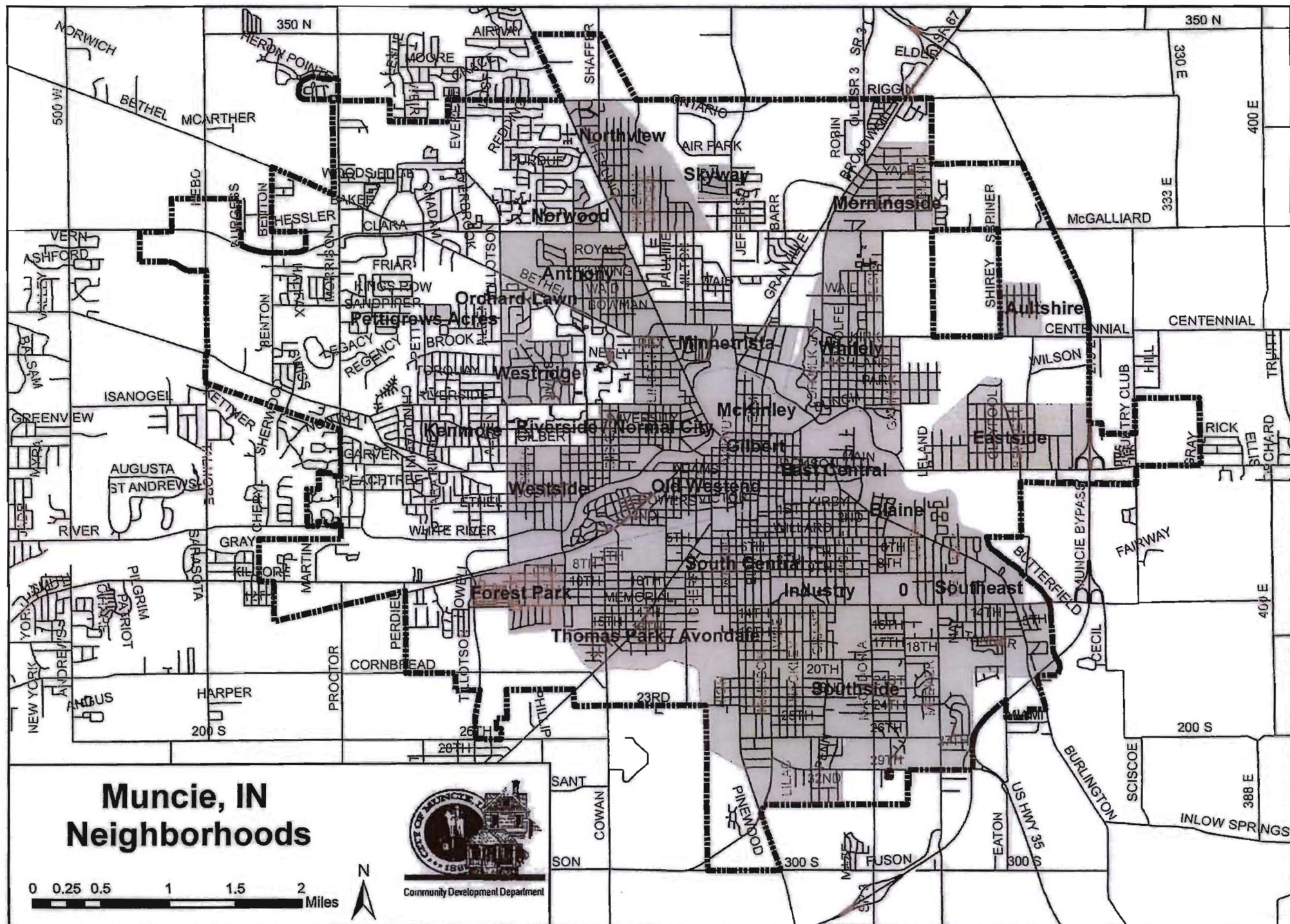
1" = 100'

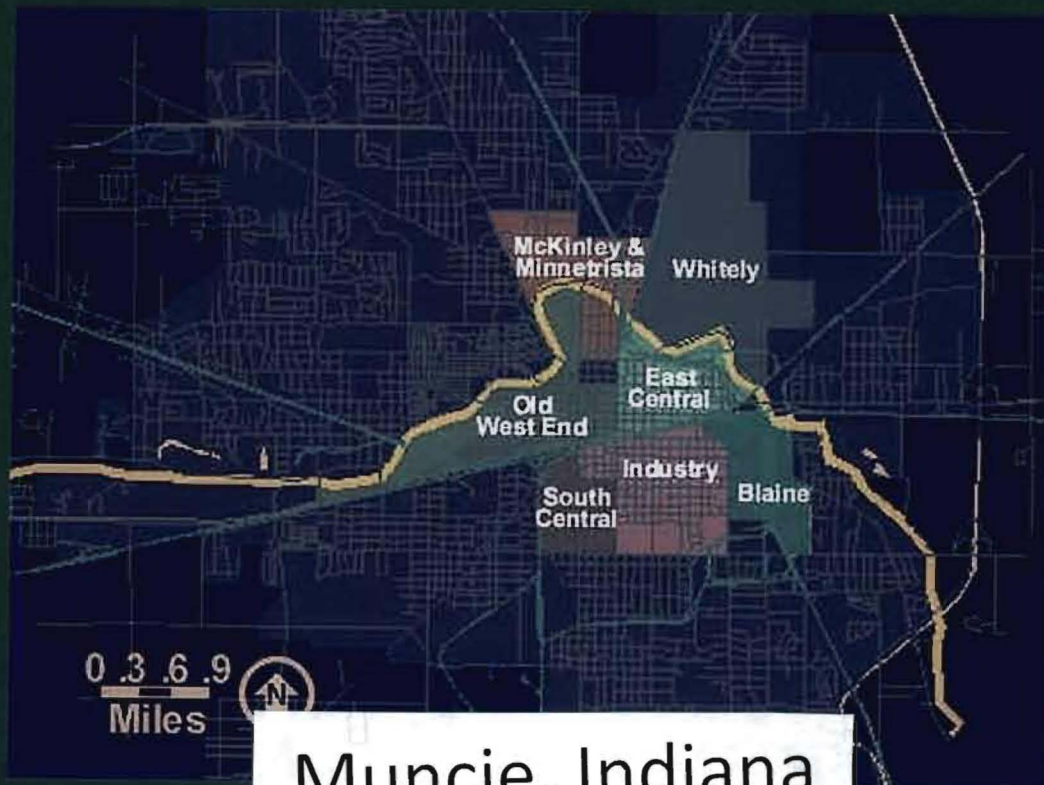




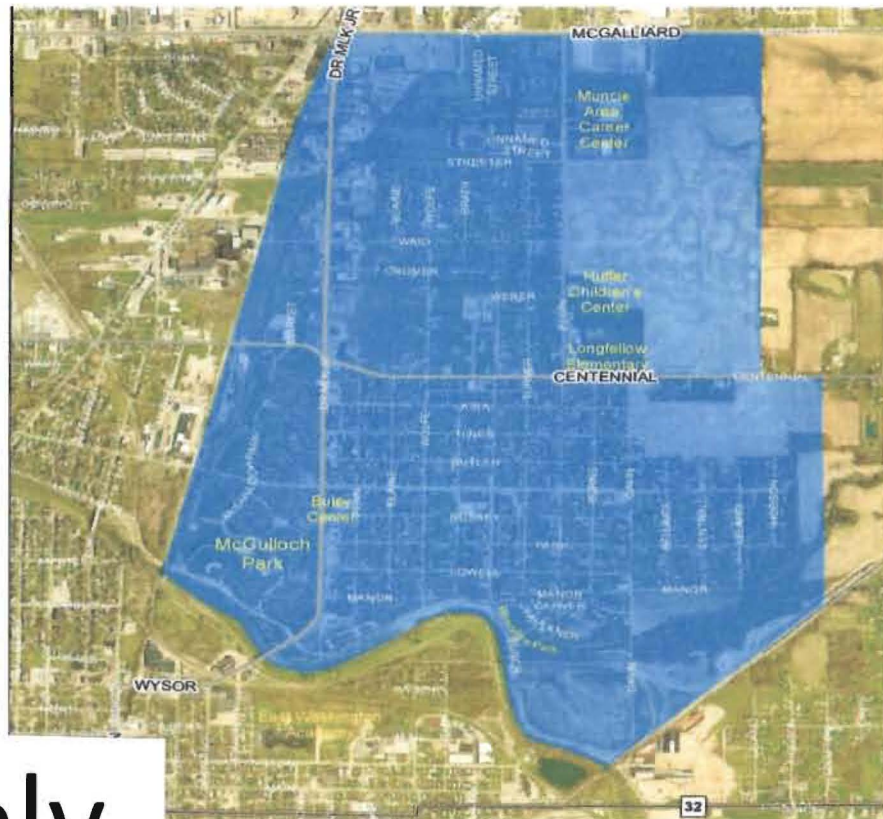
Area for the Fitness and Wellness
Space behind Longfellow Elementary







Muncie, Indiana



Whitely

ACCESSIBLE RAISED
GARDEN PLANTERS,
TYP. OF 144

COMMUNITY GARDEN
SHELTER, TYP. OF 2

COMMUNITY GARDENS,
TYP. OF 24

FITNESS STATIONS
(TYP. OF 15)

SHADED OUTDOOR
CLASSROOM

NEW PLAYGROUND (AGES 5-12)
AND PLAYGROUND SURFACING

SOCCER/FOOTBALL
FIELD



RUNDELL ERNSTBERGER ASSOCIATES, LLC
315 S. Jefferson St., Muncie, IN 47305 [765] 747.9737
offices in Indianapolis, IN | Louisville, KY
LAND PLANNING + URBAN DESIGN + LANDSCAPE ARCHITECTURE

Longfellow Elementary School
Property Master Plan
November 29, 2011

March 22, 2012

Dear Sherman and Marjorie Zeigler,

We are an Honors Colloquium class at Ball State University, writing on behalf of the Muncie Community School Corporation, specifically Longfellow Elementary School. We, the Honors Colloquium class, are working as a consultant to write grants for Longfellow Elementary School. Longfellow Elementary School is working to develop the open space behind their school into to a usable space. Shawn Davis, the principal at Longfellow Elementary, provided the vision for the space. Her vision was communicated to Deane Rundell, a local landscape architect, who created a plan for the space. This plan includes, a 400 meter track, walking path, fitness stations, football/soccer field, garden plots, walk of fame (displaying prominent community members), and playground equipment. Ms. Davis's dream is for the school to be a community school, where the school is a nucleus for the community. At such a school the community would feel welcome coming into the school and being involved in its activities. This would serve as an outdoor intergenerational space, as it would be available to both students at Longfellow Elementary, the Whitely Community, and the greater Muncie and Delaware County. Muncie Community Schools has received funding to begin the project from the Muncie and Delaware Community Foundation. We are seeking additional funding to continue the efforts of this project. We are writing to inquire if your foundation could support us in this endeavor.

Thank you so much! We appreciate you taking the time to read our proposal!

Sincerely,

Ball State Honors 390 Colloquium Class

Ball State Honors 390 Colloquium Class

Instructor: Gary Pavlechko

Kitselman Grant Proposal

Project Goals and Objectives

The purpose of this project is to create a space for the community to gather to promote family fitness and community wellness, along with fostering healthy living. Specifically, the project goals are:

- To build community health, wellness, and fitness;
- To give the community ownership of a shared community space; and
- To create a sense of community, centered around the school and the principles of a community school.

The space will be directly accessible to the 325 students and staff at Longfellow Elementary School, as well as the 210 children and staff at Huffer Memorial Children's Center. This fitness and wellness space will also be available to the entire Whitely community (population approximately 3,000), as well as the greater Muncie community (approximately 67,430).

Implementation Plan

Upon receipt of funding, efforts for the construction of the community fitness and wellness space will begin. This process will occur in stages, but would be scheduled to start in May 2012. The following is an overview of the phased project construction:

- Stage 1: Walking Path
- Stage 2: Wooden Pedestrian Bridges
- Stage 3: Fitness Stations
- Stage 4: Walk of Fame – Displaying Community Members
- Stage 5: 400 Meter Track
- Stage 6: Football/Soccer Field
- Stage 7: Bridge between Longfellow and Huffer (pathway)/Community Garden Shelter
- Stage 8: Playground Equipment (Rubberized Playground Surfacing)
- Stage 9: Community Gardens
- Stage 10: Outdoor Classroom Space
- Stage 11: Wetland Gardens

Project Budget Including Expected Revenue, In-kind Contributions, and Other Grants

Expenses (estimated expenses, including materials and labor):

- Stage 1: Walking Path
 - Access Walking Path (crushed stone): \$59,413.98
- Stage 2: Wooden Pedestrian Bridges
 - 2 Wooden Pedestrian Bridges: \$15,000
 - Trees for the walking path: \$17,200
- Stage 3: Fitness Stations
 - 15 fitness stations: \$33,000
- Stage 4: Walk of Fame – Displaying Community Members: \$1,000
- Stage 5: 400 Meter Track: \$216,152.55
- Stage 6: Football/Soccer Field
 - Soccer goals: \$3,000
 - Football goalposts: \$5,000
 - Athletic field lawn: \$153,766.13

- Stage 7: Bridge between Longfellow and Huffer (pathway)/Community Garden Shelter
 - Concrete: \$54,338.24
 - Community Garden Shelter: \$80,000
- Stage 8: Playground Equipment (Rubberized Playground Surfacing):
 - Playground equipment: \$157,500
 - Playground surfacing: \$75,000
- Stage 9: Community Gardens
 - Raised garden planters: \$72,000
 - Raised gardens topsoil: \$4,266.40
 - Topsoil: 26,452.80
- Stage 10: Outdoor Classroom Space
 - Trees for the outdoor classroom: \$7,000
- Stage 11: Wetland Gardens
 - Wetland plant materials: \$66,405.20
- Miscellaneous Expenses:
 - Storm drainage: \$10,000
 - Electrical work: \$75,000
 - Demolition: \$5,000

In-kind Contributions

- Rundell Ernstberger Associates, LLC – architectural design of space
 - Architectural plans, estimates, and meetings = \$1,980
- BSU students and faculty – research and development of proposal and funding requests
 - 75 hours @ 2010 IRS allowable rate of \$21.36/hr to calculate volunteer contribution = \$1,602

Other Grants

We are currently looking for and applying for other sources of funding, including the following:

- Lowes Grant (for the community garden space)
- Ball Brothers Foundation
- Sherman and Marjorie Zeigler Foundation (environmental/community beautification)
- United Way of Delaware County
- McDonalds (for playground equipment)

Staff Involved in the Project

This project is a collaboration, in its truest sense, between members of the Whitely community, administration, staff, and the PTSO at Longfellow Elementary School, and Ball State University's "Schools Within the Context of Community" immersive learning program for preservice teacher candidates. All entities have been working cooperatively to identify the components of the wellness feature, and Ball State students, along with Longfellow Principal Shawn Davis, have written this proposal, coordinated architectural renderings, as well secured approval from the Muncie Community School Board to proceed with submission.

Muncie Community Schools personnel, in particular Facilities and Maintenance staff, will be involved in overseeing the construction of the fitness and wellness space. The construction of the walking trail (and other components of the space) will be bid out by Muncie Community Schools. In addition, Ball State University students and faculty will continue to be involved in seeking additional

funding for the project, in securing community input, in providing teachers at Longfellow and Huffer with ideas for using the space with children, and in the evaluation of the use of the space.

Community Benefits

It is the intent that children and adults in Whitely and in the broader Muncie community will benefit from the project in improved health and wellness. According to Ball State University's Fisher Institute, "Leisure and recreation are sources of enjoyment that benefit people's physical, emotional, social, and spiritual well being. Regular physical activity leads to fewer health concerns, increased energy and improved work productivity, and improved symptoms of chronic diseases" (Fisher Institute, 2011). It is vital that children and adults participate in recreational activities to learn wellness practices, which will benefit them throughout their lives. The walking and fitness trail, in particular, will encourage physical activity in the community.

The trail will also provide opportunities for children and community members to display works of art that they have created. This will provide both children and adults with authentic activities that give them a sense of ownership in their community. This is type of service learning instills in students and community members the value of giving back to their community.

Additionally, students and community members can learn about important leaders in the community, through plaques that will be placed along the trail. Encouraging children and adults to understand the work that important people in the community have done fosters the development of community leaders now and in the future.

Method of Evaluation

To evaluate the effectiveness of the fitness and wellness space, differentiated evaluation methods, appropriate to each component of the space, will be implemented. For the walking trail specifically, a combination of community feedback and documentation of the usage of the trail by students and staff at Huffer Memorial Children's Center and Longfellow Elementary School will be gathered. Community feedback will be obtained from the Whitely Community Council, as well as conversations at community events with community members. To estimate the number of Whitely and Muncie community members who use the trail, a sign-in drop box will be strategically placed in the space. A rubric will be created with assistance from the Fisher Institute to provide a more quantitative evaluation on the levels of wellness being reached by community members using the walking trail. As the complete fitness and wellness space is developed, additional measures of evaluation will be designed to assess the effectiveness of track, soccer and football field, outdoor classroom, community gardens, and playground equipment.

Alignment with Fund's Areas of Focus

(fine arts, recreation, children, history of East Central Indiana)

Whitely is a community that values its rich history, desires to promote children's well being, encourages fitness and wellness, and takes pride in its members' skills in the area of the arts. Between Longfellow Elementary and Huffer Memorial Children's Center, there is an open area, which, if utilized, could connect these two educational institutions and bring the community together to further encourage these values that it so highly esteems. This wellness and fitness space would promote recreation and physical wellness for the community, provide meaningful activities for children, support local artists, and display the history of East Central Indiana.

The walking and fitness trail component of this project specifically addresses all of the focus areas of the Kitzelman Fund. The trail will provide recreational opportunities to children and adults alike. Ball State University students and faculty (through immersive learning projects) will provide teachers at Longfellow and Huffer with ideas for creative use of the trail with their students.

Additionally, there are plans to provide spaces for displaying art created by students and community members along the trail, as well as to construct displays featuring historical and present day members of community leaders in Whitely (similar to the displays recently constructed in Heekin Park).

Executive Summary

Whitely is a community that values its rich history, desires to promote children's well being, encourages fitness and wellness, and takes pride in its members' skills in the area of the arts. Between Longfellow Elementary School and Huffer Memorial Children's Center, there is an open area, which, if utilized, could connect these two educational institutions and bring the community together to further encourage these values that it so highly esteems. This wellness and fitness space would promote recreation and physical wellness for the community, provide meaningful activities for children, support local artists, and display the history of East Central Indiana.

Serving as a focal space in the community, this area would help Longfellow to have longevity and solidity as a "community school." Research from the *Coalition For Community Schools* shows that there are a plethora of benefits that accompany community schools. When schools are the hub of the community, students have consistent attendance; families are more involved in their children's education; students are more likely to succeed academically; and children are more physically, socially, and emotionally healthy. This space would become a gathering place that is centered on education and would allow the school to function as the nucleus of the community.

The dream of this space is to create a walking path and fitness track that would be open to all members of the community. There would also be additional components to this design, including a community garden, fitness stations (around the track), outdoor classrooms/learning spaces, a football and soccer field, community artwork, displays featuring historical and present day members of community leaders in Whitely, and a bridge between Huffer Memorial Children's Center and Longfellow Elementary. The various aspects of this space contribute to the wellness of the community, both physically and educationally.

Demographic trends in the Whitely community are evidenced in the free and reduced lunch rates at both Longfellow Elementary School (95%) and Huffer Memorial Children's Center (92%) respectively. A research base linking socioeconomic disadvantage with compromised physical health and wellness is further rationale for the proposed project. The Fisher Institute at Ball State University conducted research in the Whitely community during the spring of 2011, which indicates "Leisure and recreation are sources of enjoyment that benefit people's physical, emotional, social, and spiritual well being. Regular physical activity leads to fewer health concerns, increased energy and improved work productivity, and improved symptoms of chronic diseases". It is vital that children participate in recreational activities to learn wellness practices, which will benefit them throughout their adult lives.

The vision for this space is to create an area where children can come with their families and other community members to engage in healthy practices through exercise (track and fitness stations) and nutrition (gardening), as well as providing resources to foster a learning environment for students at Longfellow Elementary and Huffer Memorial Children's Center. Not only would the track be a resource for community members, it would also prove to be beneficial for Longfellow Elementary School's track team. Currently, the track team does not have a suitable place to run, as the elementary students often run from the elementary school to McGalliard Road. It is the hope, too, that this space would function as a reason for families to stay in the community, decreasing the mobility rate and attracting new families to Whitely. The effects of this fitness and wellness space would help create more stability in the lives of children.

There is also an educational component to this potential space. Because of the tracks proximity to Longfellow Elementary School, students will be able to utilize this space (i.e. the track for gym, the garden for science, etc.). Having exercise options so close and easily accessible, students would find themselves more likely to engage in physical activity, which would foster the habit of exercise, which is an important component of healthy living.

The possibilities with this area are endless. Community and school sports teams could use this area to practice and hold games. Wider community events such as Relay for Life could be held in this space and draw not only members of the Whitely community, but also members of the greater Muncie community. This plot of land has the power to be whatever the community envisions and has the potential to cater to everyone's needs.

The walking path, which is a half-mile in length, will provide recreational opportunities, such as walking, running, and biking for all community members. Around this walking path, there will be 15 fitness stations, which can be used by individuals of all ages. The path will also display raised plaques that feature impactful past and present community leaders of Whitely. Additionally, the creativity and ingenuity of the community members will be displayed through artwork around the walking path. Student-produced work will provide children with authentic activities and give them a sense of ownership in their community. This is type of service learning instills in students the value of giving back to their community, thus creating the future leaders of Whitely and Muncie.

The comprehensive plan for the fitness and wellness space can be implemented in stages, based on funding that is awarded. Muncie Community Schools is requesting funding for the first stage of the plan – the walking path – from the Kitselman Foundation. The cost for the walking path is \$59,413.98. Additional funding is being actively pursued for the other stages of development, including grants from Lowes, McDonalds, Ball Brothers Foundation, the Zeigler Foundation, and United Way of Delaware County.

We thank the Community Foundation of Muncie and Delaware County for consideration of this request to fund this inaugural component of the fitness and wellness project, which will encourage recreation, benefit children's well being, support the fine arts, and promote historical aspects of the Whitely community.

Longfellow Elementary School

Project Location: Muncie IN

Preliminary Cost Opinion

Date: November 28, 2011

Initials: CAP

Rundell Ernstberger Associates, LLC

315 South Jefferson Street, Muncie, IN 47305

Phone: (765) 747-9737 Email: reamuncie@reasite.com

Longfellow Elementary School

ITEM	QTY.	UNIT	UNIT \$	TOTAL
Demolition (VS Engineering)				\$5,000.00
Misc. removal/salvage operations	1	LS	\$5,000.00	\$5,000.00
Earthwork				\$30,719.20
Topsoil (at grade comm. gardens)	331	CY	\$80.00	\$26,452.80
Topsoil (raised accessible comm. gardens)	53	CY	\$80.00	\$4,266.40
Storm Drainage (VS Engineering)				\$10,000.00
Miscellaneous storm drainage	1	LS	\$10,000.00	\$10,000.00
Electrical				\$75,000.00
Misc. electrical work	1	LS	\$75,000.00	\$75,000.00
New Construction				\$855,494.40
400 meter track	48,034	SF	\$4.50	\$216,152.55
Access. walking path (crushed stone)	19,805	SF	\$3.00	\$59,413.98
Walking path fitness stations	15	EA	\$2,200.00	\$33,000.00
Wooden pedestrian bridges (walking path)	2	EA	\$7,500.00	\$15,000.00
Football goal posts	1	LS	\$5,000.00	\$5,000.00
Soccer goals	1	LS	\$3,000.00	\$3,000.00
Community garden shelter	2	EA	\$40,000.00	\$80,000.00
Accessible raised garden planters	144	EA	\$500.00	\$72,000.00
Access. surfacing (crushed stone)(comm. gardens)	28,363	SF	\$3.00	\$85,089.63
Playground equipment (ages 5-12)	1	LS	\$75,000.00	\$75,000.00
Rubberized playground surfacing	10,500	SF	\$15.00	\$157,500.00
Concrete pavement	9,880	SF	\$5.50	\$54,338.24
Planting				\$315,133.23
Trees (outdoor classroom)	35	EA	\$200.00	\$7,000.00
Trees (walking path)	86	EA	\$200.00	\$17,200.00
Wetland plant material	13,281	SF	\$5.00	\$66,405.20
Athletic field (lawn)	205,022	SF	\$0.75	\$153,766.13
Lawn seed	235,873	SF	\$0.30	\$70,761.90
Subtotal Base Bid				\$1,291,346.83
General conditions	5%			\$64,567.34
Mobilization	3%			\$38,740.40
Contingency	10%			\$129,134.68
Construction Total Base Bid				\$1,523,789.25

Ball Brothers Foundation Letter of Inquiry

Describe your organization and its mission.

Muncie Community Schools is an urban school district in Muncie, Indiana that serves approximately 6,900 students. Our mission is "to provide a quality educational environment that allows every student to maximize his or her potential, and, upon graduation, possess the basic skills necessary to be a positive, productive, and contributing member of society" (MCS, 2012). Muncie Community Schools also wants to reach out to the greater Muncie area in order to strengthen partnerships, which will enhance the Muncie community.

Briefly describe the needs to be addressed by this request and how those needs will be met.

Muncie Community Schools sees an opportunity to build a partnership to provide a learning space for the students at Longfellow Elementary School and the members of the Muncie community. This will be achieved through the construction of a fitness and wellness space behind Longfellow Elementary School. This space will strengthen the partnership between Longfellow Elementary School and Huffer Memorial Children's Center. Furthermore, it will encourage collaboration and promote Whitely's rich history and the community's efforts towards physical health and wellness. This space will include a quarter-mile track, half-mile walking trail with fitness stations, an outdoor classroom, community garden, and a "Walk of Fame," which will honor past and present Whitely community members. This space will also create meaningful learning opportunities, emphasizing the history of East Central Indiana, science inquiry, and physical fitness. The comprehensive plan for the space can be implemented in stages based on funding that is awarded.

A benefit of this space will be the opportunity for physical activity and healthier living for children and adults in the communities of Whitely, Muncie, and Delaware County. According to Ball State University's Fisher Institute, "Regular physical activity leads to fewer health concerns, increased energy, improved work productivity, and improved symptoms of chronic diseases" (Fisher Institute, 2011). This space will further support Muncie Community Schools' mission of providing an educational environment that will maximize students' understanding and practice of living a healthy lifestyle.

Muncie Community Schools is requesting funding for the first stage of the plan, the fitness stations around the walking path and the "Walk of Fame." Additional funding for this space is being actively pursued for the other stages of development, including grants from Lowes, the Community Foundation, the Zeigler Foundation, and United Way of Delaware County.

Describe the population to be served by this request.

Through the construction of this fitness and wellness space, Longfellow Elementary School, the Whitely community, and other communities in Delaware

County will be recipients of the benefits that stem from the fitness and wellness space. The demographic trends of Longfellow Elementary and the Whitely community display the need for this recreational space. Poverty has a distinct presence in this community, as approximately 95% of Longfellow Elementary School's 314 students are eligible for free and reduced meals. The space will be available to the greater Muncie community and will also prompt others to come to Whitely and engage in the benefits of this space. Furthermore, the Whitely community's reputation and image will be positively impacted as more people come to appreciate a space that provides opportunities for all individuals to learn and live a healthy lifestyle.

Maxon Grant Proposal

Project Goals and Objectives

The purpose of this project is to create a space for the community to gather to promote family fitness and community wellness, along with fostering healthy living. Specifically, the project goals are:

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Implementation Plan

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Project Budget Including Expected Revenue, In-kind Contributions, and Other Grants

Expenses (estimated expenses, including materials and labor):

- Stage 1: Walking Path
 - Access Walking Path (crushed stone): \$59,413.98 (**\$27,000 already funded by the Kitselman Grant, 2012**)
- Stage 2: Wooden Pedestrian Bridges
 - 2 Wooden Pedestrian Bridges: \$15,000
 - Trees for the walking path: \$17,200
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 - Raised garden planters: \$72,000
 - Raised gardens topsoil: \$4,266.40
 - Topsoil: 26,452.80
- Stage 10: Outdoor Classroom Space
 - Trees for the outdoor classroom: \$7,000
- Stage 11: Wetland Gardens
 - Wetland plant materials: \$66,405.20
- Miscellaneous Expenses:
 - Storm drainage: \$10,000
 - Electrical work: \$75,000
 - Demolition: \$5,000

In-kind Contributions

- Rundell Ernstberger Associates, LLC – architectural design of space
 - Architectural plans, estimates, and meetings = \$1,980
- BSU students and faculty – research and development of proposal and funding requests
 - 75 hours @ 2010 IRS allowable rate of \$21.36/hr to calculate volunteer contribution = \$1,602

Other Grants

We are currently looking for and applying for other sources of funding, including the following:

- Lowes Grant (for the community garden space)
- Ball Brothers Foundation
- Sherman and Marjorie Zeigler Foundation (environmental/community beautification)
- United Way of Delaware County
- McDonalds (for playground equipment)

Staff Involved in the Project

This project is collaboration, in its truest sense, between members of the Whitely community, administration, staff, and the PTSO at Longfellow Elementary School, and Ball State University's "Schools Within the Context of Community" immersive learning program for pre-service teacher candidates. All entities have been working cooperatively to identify the components of the wellness feature, and Ball State students, along with Longfellow Principal Shawn Davis, have written this

proposal, coordinated architectural renderings, as well secured approval from the Muncie Community School Board to proceed with submission.

Muncie Community Schools personnel, in particular Facilities and Maintenance staff, will be involved in overseeing the construction of the fitness and wellness space. The construction of the walking trail (and other components of the space) will be bid out by Muncie Community Schools. In addition, Ball State University students and faculty will continue to be involved in seeking additional funding for the project, in securing community input, in providing teachers at Longfellow and Huffer with ideas for using the space with children, and in the evaluation of the use of the space.

Community Benefits

It is the intent that children and adults in Whitely and in the broader Muncie community will benefit from the project in improved health and wellness. According to Ball State University's Fisher Institute, "Leisure and recreation are sources of enjoyment that benefit people's physical, emotional, social, and spiritual well being. Regular physical activity leads to fewer health concerns, increased energy and improved work productivity, and improved symptoms of chronic diseases" (Fisher Institute, 2011). It is vital that children and adults participate in recreational activities to learn wellness practices, which will benefit them throughout their lives. The walking and fitness trail, in particular, will encourage physical activity in the community.

The trail will also provide opportunities for children and community members to display works of art that they have created. This will provide both children and adults with authentic activities that give them a sense of ownership in their community. This is type of service learning instills in students and community members the value of giving back to their community.

Additionally, students and community members can learn about important leaders in the community, through plaques that will be placed along the trail. Encouraging children and adults to understand the work that important people in the community have done fosters the development of community leaders now and in the future.

With the help of this space, Whitely will be able to build strong leaders in the community. By providing activities and programs through this intergenerational space, at-risk students will be able to step up into small, but important leadership roles such as caring for the garden. Students can also lead community and cultural events. The space will also bridge the gap between generations and give the opportunity for those younger and older to learn from one another.

Method of Evaluation

Longfellow Elementary will implement different evaluation methods appropriate to each component of the space to evaluate the effectiveness of the fitness and wellness space. For the walking trail, a combination of community feedback and documentation of the usage of the trail by students and staff at Huffer Memorial Children's Center and Longfellow Elementary School will be gathered. Community feedback will be obtained from the Whitely Community Council, as well as conversations at community events with community members. To estimate the number of Whitely and Muncie community members who use the trail, a sign-in drop box will be strategically placed in the space. A rubric will be created with assistance from the Fisher Institute to provide a more quantitative evaluation on the levels of wellness being reached by community members using the walking trail. As the complete fitness and wellness space is developed, additional measures of evaluation will be designed to assess the effectiveness of track, soccer and football field, outdoor classroom, community gardens, and playground equipment.

Alignment with Fund's Areas of Focus

(fine arts, recreation, children, history of East Central Indiana)

Whitely is a community that values its rich history, desires to promote children's well being, encourages fitness and wellness, and takes pride in its members' skills in the area of the arts. Between Longfellow Elementary and Huffer Memorial Children's Center, there is an open area, which, if utilized, could connect these two educational institutions and bring the community together to further encourage these values that it so highly esteems. This wellness and fitness space would promote recreation and physical wellness for the community, provide meaningful activities for children, support local artists, and display the history of East Central Indiana.

The walking and fitness trail component of this project specifically addresses all of the focus areas of the Kitselman Grant. The trail will provide recreational opportunities to children and adults alike. Ball State University students and faculty (through immersive learning projects) will provide teachers at Longfellow and Huffer with ideas for creative use of the trail with their students. Additionally, there are plans to provide spaces for displaying art created by students and community members along the trail, as well as to construct displays featuring historical and present day members of community leaders in Whitely (similar to the displays recently constructed in Heekin Park). Finally, we would like to recognize any contributions made to this project by the Maxon Grant through a type of signage or a plaque at the site of the project.

Longfellow Elementary



ROY C. BULEY CENTER



The Roy C. Buley Community Center



Precious Hearts Development Center



Conley Library



Schaffer Chapel



Union Missionary Baptist Church

Muncie Mission's Walk a Mile in My Shoes Event



**For more information or to
register online, please:**

Visit:
www.MuncieMission.org

Or contact us at:
288-9122 ext. 226
jeuckert@munciemission.org

**Muncie
Mission**
Ministries, Inc.

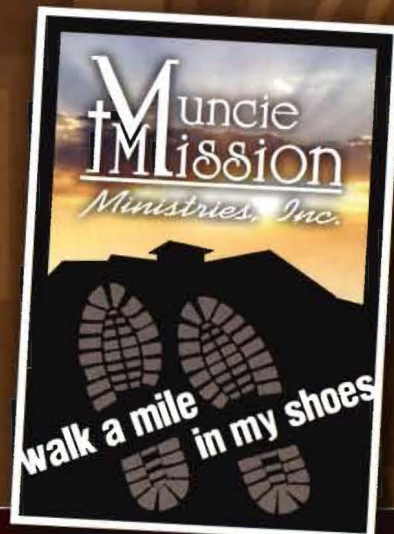
1725 S. Liberty St.
Muncie, IN 47302



building
HOPE

WITH EACH STEP

8TH ANNUAL



SATURDAY, FEBRUARY 11TH
- 2012 -







Caitlin Sporleder, Kayla Conrad,
Ashley Lentz, and Abigail Savage

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